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ABSTRACT

In the future, community colleges will need to possess certain functional and structural characteristics to be relevant to the rapidly changing educational requirements of students of the 21st century and to the social, economic, and occupational needs of the communities they serve. The community college of the future will: (1) deliver instruction at any time of night or day; (2) provide alternative ways of learning according students' individual learning styles and time schedules; (3) be networked electronically across district boundaries; (4) be primary centers for workforce retraining; (5) enter widespread contract education and cooperative agreements with business and industry; (6) cater to the needs of the part-time student; (7) offer self-paced technology-based instruction; (8) associate with other educational institutions at all levels of instruction to form learning complexes; (9) provide counseling that assumes a greater diagnostic and prescriptive function; (10) assume a greater leadership role within the community; (11) become more entrepreneurial and look to alternative sources of income; (12) allow faculty greater participation in policy making; (13) operate on a year-round, 24-hour schedule; and (14) contract out for many services presently provided by staff. The learning environment of the future will feature student success centers as an alternative to classroom-based learning, affording students enhanced opportunities for self-paced, individualized learning that can be accessed from on- or off-campus. A major feature of the future will be the development of the "Electronic College," that is electronic enhancements to information transfer and the campuswide interconnection of all learning and support services. Finally, new facilities construction of campus will increase the responsiveness of the college to change and underline the need to remain flexible. (KP)

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THE COMMUNITY COLLEGE OF THE FUTURE

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THE COMMUNITY COLLEGE OF THE FUTURE

The intent of this document is to present, in outline form, a vision of the characteristics of future community colleges that will enable these institutions to continue to be relevant to the rapidly changing educational requirements of the students of the Twenty-first Century, and to the social, economic, and occupational needs of the communities they serve.

This document briefly outlines the functional, and structural components of these future institutions, and presents recommendations that are predicated on the establishment of an educationally sound and financially efficient institution that is responsive to change.

A Community College of the Future Will:

1. Deliver instruction to students at any time of the night or day.

2. Provide students with alternative ways of learning the same body of material, according to their individual learning styles and the student's time schedule.

3. Deliver instruction to students in locations other than the campus, including the student's homes and cars.

4. Provide faculty with greater avenues to perform research and development activities associated with their instructional programs.

5. Community colleges will be networked electronically across district boundaries. These learning networks will permit the retention of one aspect of the comprehensive nature of community colleges in an era of increasing financial constraints.

6. Instructional programs will have greater diversity in both scope and delivery through the use of media-based learning.

7. Community colleges will be the the primary centers for the retraining of the work force. Cooperative arrangements with both local business/industry and the Federal Government will facilitate this process. Job guarantee programs will assure students jobs after satisfactory completion of training programs.

8. Contract education, cooperative agreements between community colleges and surrounding business and industry, will be wide spread. Community colleges will broker educational opportunities in areas where they are not presently offering programs.

9. Community colleges will cater to the needs of the part-time student, the major consumer of college programs.

10. Self-paced, technology-based instruction will be the major mode of instructional delivery. Time will become the variable and learning the constant in all instructional programs. Subject mastery will replace merely "passing classes" as the information age reaches "high gear".

11. Individualized instruction will be a major emphasis of instructional delivery.

12. Community colleges will be research-driven, they will rely upon demographic, economic, employment, social, community lifestyle, and educational research as a major tool in the long-range, continuous master planning of instructional programs and services and in the day-to-day decision-making process.

13. Community colleges will associate with other educational institutions at all levels of instruction to form "learning complexes". These learning complexes will provide multi-level, horizontally diverse, educational opportunities for a broad spectrum of students.

14. The role of the faculty member will change from a dispenser of information, to manager of the instructional process. With this change in role, the instructor will both gain status and expand their ability to provide for an increasing diversity of student needs.

15. Counseling will assume a greater diagnostic and prescriptive function with the development of more reliable assessment tools. Counselors will combine their increasing ability to assess individual student needs with the broadening of alternative forms instructional delivery to prescribe learning delivery modes that are consistent with the cognitive styles, learning needs, and available time of students.

16. With their increasing role in the occupational retraining process, and with their ability to provide alternative means of instructional delivery, community colleges will assume a greater leadership role within the community. They will assume the position of the cutting edge vendor of diverse educational services and will become a major economic generator within the community.

17. As operational funding constricts, community colleges will become more entrepreneurial and will look to alternative sources of income for their support. The concept of the "Edu-business", symbiotic, two-way relationships between education and business, will emerge as a melding of education and business. This cooperation will provide business with a constant supply of well-trained workers, will assess and retrain worker as necessary, and will provide special educational services (through contract education) to employers. Education will be provided the support to provide state-of-the-art programs and facilities.

18. With the changing role of faculty will come a greater participation in the decision-making/policy-making process of community college governance.

19. Greater consideration will be given to the elimination of unnecessary duplication of courses, programs, and services at all levels of education. This will both save taxpayers money, will make the total educational system more efficient, and will elevate the status of education in the nation.

20. Community colleges will emphasize the development and operation of a totally "user friendly" environment. It will be easier for students to register, check out learning materials, obtain special assistance, access records, and receive instruction from their homes.

21. Community college facilities of the future will be constructed to maximize flexibility. As courses, programs, and services for students change, and they most certainly will, it will be possible to economically change the facilities to keep pace. Buildings will not have interior bearing walls, will have utility raceways in the floors, and will be constructed in a modular configuration making possible the addition or deletion of spaces. As the learning process becomes more individualized and diversified into the community, the need for traditional campuses will be reduced.

22. Laboratories of the future will become more heavily dependent upon computer simulation, and less dependent upon traditional "hands-on" manipulation of equipment and materials.

23. Community colleges will operate on a year-round, twenty-four hour schedule, with virtually no "vacation" breaks.

24. Developmental education will increasingly be delivered by means of media, and will become the responsibility of community services or of private-sector educational organizations.

25. Community colleges will contract out for many services presently provided by full or part time staff. This will provide the colleges with greater flexibility and reduced operational costs, while providing the same or increased levels of services in such areas as food services, bookstores, childcare, asset management/external fund procurement, record-keeping and selected facilities maintenance and maintenance supervision areas.

26. All operational components of community colleges will be subject to greater accountability in the education/training of students.

27. "Student Success Centers", featuring state-of-the-art educational delivery technology, will create opportunities to deliver instruction in a variety of ways to an increasingly diverse student audience. Funding for these centers will come from increased entrepreneurial activities on the campus, and from partnerships between colleges and the area's business

and industry community, who will be the recipient of special educational programs and services from the colleges.

THE LEARNING ENVIRONMENT OF THE FUTURE:

The "Student Success Center":

As an alternative to classroom-based learning, the Student Success Center, an advanced evolutionary state of the present campus learning center, will feature enhanced opportunities for self-paced, individualized learning that can be accessed from either the on-campus center or from remote locations including the individual's home or work site. The Student Success Center will be the learning hub of the campus of the future.

The Student Success Center will include the following activities:

1. A Computer-based Learning Center that will feature:
   a. Stand-alone computers
   b. Local area Networks
   c. CD ROM
   d. Video Disks/video tapes
   e. A computer network with remote or modem access for off-site learning via student learning stations in remote campus locations, or from student homes or businesses
   f. Access to major software systems for student use including, Word processing, spread sheets, and desk top publishing systems which are compatible with both IBM and MacIntosh systems.
   g. Docking stations for student lap-top and notebook computers
   h. A Virtual Reality Learning Laboratory
2. A Tutorial Center for 1:1 tutoring and small group collaborative learning.
3. A Faculty Instructional Development Center provides faculty with the facilities to author instructional software for single lesson segments and/or entire courses. Through these activities, students will be provided with alternative ways of learning the same body of educational material.
4. High technology classrooms used in conjunction with the materials developed in the Faculty Instructional Development Center and commercially available materials..
5. An Assessment Center providing counselors with information on students' present state of educational progress, cognitive style, aptitudes, and

abilities. Using this information, the counselor will be able to develop both an educational diagnosis of the student's present learning level and learning style, and develop a prescription of both what courses the student should take, and the learning delivery alternatives they should pursue to achieve their goals. This center will facilitate diagnostic and prescriptive counseling.

6. Connecting links to both the local campus library data base and distance library data bases for retrieval of information.

7. Connecting links to distant data bases (e.g. Compuserve, Internet) for information retrieval.

8. Interconnecting links to every instructional space on campus.

9. A Cable Television Head-End for distribution of learning materials to the community. Production of Educational programming for both cable and video tape use in the Learning Center. Interactive (two-way) live educational cable television to open educational opportunities for shut-ins and others not able to come to the campus for instruction.

10. Microwave television and data transmission to community-based satellite learning centers, area business and industry education centers, and other regional learning sites. Linkages, via microwave, of area community colleges, proprietary schools, universities, and ROP's.

11. Satellite Tele-conferencing via down-links and up-links, bringing remote conferences to the campus and making possible the economical assembling of groups of individuals for special meetings, workshops, and conferences.

12. Electronic Media Library, containing electronic learning materials. CD ROM, video disks, video tapes, computer software, cassette tapes, and other electronic learning materials for use in the Learning Center.

13. Faculty and support staff office space.

14. Some colleges will link the "Success Center" concept to the traditional Student Services component of the campus, producing a total full-service center. In this event, the Center would have the following additional components:

    a. Admissions and Records

    b. Orientation/Testing/Assessment

    c. Counseling/Career Planning

    d. DSPS

e. Student Health Center

f. Special Grant Programs and Services (Title III)

g. EOPS

h. Transfer Center

i. Writing Lab

j. Veteran's Office

k. Financial Aid

l. Student Employment/Job Placement Office

m. International Student's Center

n. English for foreign born

As technological delivery of instruction increases, Student Success Centers can be placed in the community as fully functional stand alone satellites to the main college campus.

Final Note: In time, the Student Success Center may be the next step in the evolution of the community college,

FEATURES OF THE ELECTRONIC COLLEGE:

A major theme of the community college of the future will be the development of the "Electronic College". As a general support strategy for the institution, the development of electronic enhancements to information transfer and the campus-wide interconnection of all learning and support services spaces will produce the following results:

1. Twenty-four hour access of the college's instructional computer system through use of off-site computers and modems.

2. Student computers docked to classroom computers for information transfer, instructional delivery, and related purposes.

3. The Bookstore in the Electronic College will provide:

    a. Sale of electronic alternatives to books.

    b. Sale or lease/rental of computers.

    c. Software sales.

    d. Class materials on disk.

4. The Library

    a. Books on CD ROM - electronic readers supplementing print media

    b. Electronic linkages of many libraries into vast learning complexes.

    c. Electronic card catalogs

    d. Magnetic banded ID cards for library materials check-out

    e. Complex research searches made simple through extensive internal and external data bases.

    f. Access of library materials from student's homes 24 hours per day, seven days per week, via computers and modems.

    g. Library information access sites scattered around the campus and the community.

    h. Less people coming to the physical library, more people using library services.

5. The Learning Center

    a. Courses delivered via electronic means makes possible the

retention of a comprehensive curriculum in a time of economic restriction, thus "recession-proofing" the curriculum.

b. The 24 hour, 50 week instructional delivery schedule.

c. Self-paced, individualized, mastery learning replaces group learning via lecture with time the constant and learning the variable.

6. Alternative modes of instructional delivery makes possible the prescription of learning modes more closely accommodating the cognitive style of the individual.

7. Special attention given to the part-time student, learning designed to fit their needs and schedules.

8. Special attention directed toward instructional research and development.

9. Changing roles for the faculty - from dispenser of information to the manager of the learning process.

10. Registration by touch tone phone, access of student records via telephone. User friendly student processing.

11. Information Kiosks located in strategic areas of the community will enable individuals to access college information and register for classes.

BUILDINGS OF THE FUTURE

New facilities construction on the campus will increase the responsiveness of the institution to change and will underline the need to remain flexible. These architectural and functional concepts will include:

1. Maximum flexibility - use of utility raceways, non-bearing interior walls, constructed as building shells. Facilities that are designed to be changed.

2. Modular construction, with modules capable of being added or deleted as needs change.

3. Buildings constructed in partnership with area business, industry, and other educational institutions.

4. Satellite education centers constructed in place of building large campuses. Taking education to the community in place of requiring the community to come to the campus.

5. Campus designed to be operated 24 hours per day, seven days per week, fifty weeks per year.

6. Instructional delivery via learning centers may eliminate the need for some additional classrooms and laboratories.

7. Conference Centers, Small Business Incubators, Electronic Decision Centers, Tele-conferencing Centers, and community recreational facilities on the campus designed to bring area businesses and community members to the campus for non-traditional educational services.

8. Satellite up and down-links, communication intensive spaces, designed to move information from one point to another.